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ABSTRACT

In 1982, females constituted 51.1 percent of those students enrolled in secondary vocational education courses in Minnesota; however, they accounted for only 40 percent of those enrolled in area vocational-technical institutes. If vocational programs are defined as being either segregated or integrated on the basis of whether fewer or more than 80 percent of the students enrolled in them belong to one sex, then, in 1982, 47.1 percent of the state's secondary vocational programs were segregated and 47.7 were integrated. The other 5.2 percent had enrollment patterns in which more than 80 percent of the enrollees were of the sex that is considered nontraditional for that particular occupational area. Followup data collected 1 year after the graduation of Minnesota's high school class of 1981 revealed that average earnings for male vocational graduates were $4.45 per hour as compared with $3.94 per hour for female vocational graduates. (This report contains discussions, graphs, and tables detailing enrollment patterns in special needs and general agricultural, distributive, health occupations, home economics, office occupations, technical, and trade and industrial education programs.) (MN)

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VOCATIONAL EDUCATION SEX EQUITY REPORT: SECONDARY 1983

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COMMISSION ON THE ECONOMIC STATUS OF WOMEN

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Introduction

Minnesota's economy is changing, and a great deal of attention is being paid to the future of the state's labor force. Will there be jobs for all Minnesotans who want them or need them? Are citizens being prepared adequately for the kinds of jobs which are being created?

These questions assume additional importance in the light of another public issue: the feminization of poverty. It is predicted that women and their children will represent 100 percent of the poverty population by the year 2000, if present trends continue.

More than three-fifths of working-age women in Minnesota are now in the labor force, including more than half of women with children under age 6. With these increases in women's employment, why is poverty increasing among women?

Changing family patterns provide part of the answer. The divorce rate continues to rise, leading to increases in the number of single-parent female-headed families. These women must usually provide all the financial support for themselves and their children.

These factors cannot account for the feminization of poverty, however, unless another persistent reality is taken into account: women employed full-time and year-round continue to earn only 59 cents for each dollar earned by their male counterparts.

In many cases, women cannot support their families on these low earnings, and are forced to rely on welfare programs. Others earn just enough to stay off welfare, but most of these live from one paycheck to the next.

In order to reverse the trend of women's poverty, women must gain access to higher-paid employment. Consideration must be given to the needs of students now in high school. As the vocational system seeks to address a changing labor market, it must not overlook the important role of women in the economy. And finally, increased efforts must be made to ensure that young women and men are prepared for self-sufficiency.

* * * * *

This report provides information about the status of male and female students and staff in high school vocational courses during the 1982-83 school year. Most data are from school district reports to the Department of Education, compiled by the Minnesota Civil Rights Information System (MINCRIS). Student follow-up data are made available by the Minnesota Research and Development Center for Vocational Education.

The information in this report is intended to enhance equity efforts by providing a measure of progress and an indication of areas needing special attention.

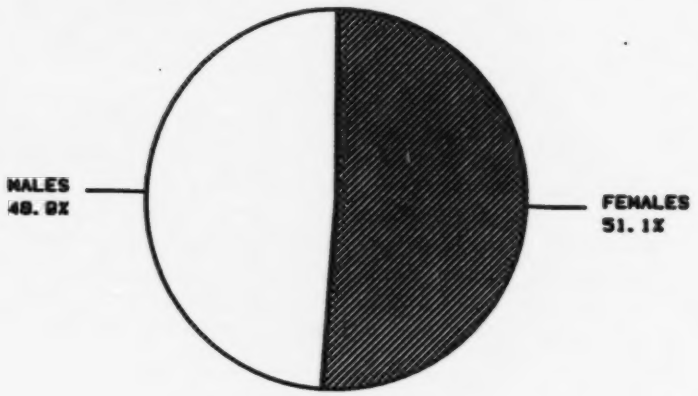
Vocational Enrollments, 1982

In October 1982, there were 203,647 enrollments in high school vocational programs statewide. Of these, 15 percent are ninth and tenth graders, 63 percent are eleventh and twelfth graders, and 22 percent are high school students enrolled in vocational courses at an AVTI.*

As shown in the chart below, female students represent a slight majority of those enrolled in one or more vocational courses. Enrollments are fairly balanced at all grade levels. However, female students are under-represented among secondary students attending an AVTI, accounting for only 40 percent of this group. *(See Table 1.)*

Minority race students represent about 6 percent of those enrolled in one or more vocational courses. Minority female students are less likely than minority male students to be enrolled in vocational programs, with minority females accounting for 48 percent of all minority enrollments. *(See Tables 2 and 3.)*

SECONDARY VOCATIONAL ENROLLMENTS
1982



203,647 ENROLLMENTS

** Existing data do not allow for identification by grade level of high school students enrolled in vocational courses at AVTIs. In addition, enrollment data in this report may represent a duplicated count of students, since some students may be enrolled in more than one vocational course at a time.*

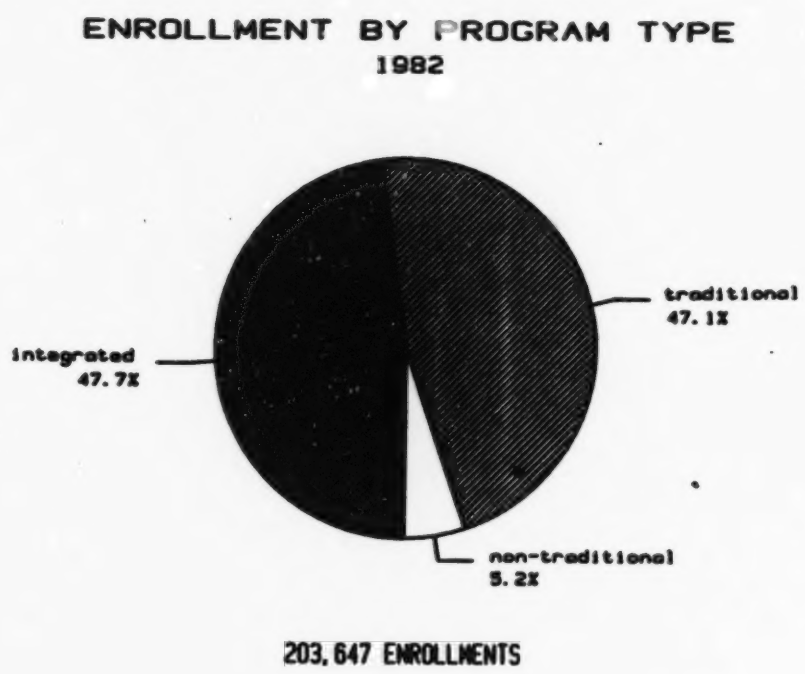
Enrollments by Program Type, 1982

Vocational programs can be described as "segregated" or "integrated," depending on the balance of male and female enrollments. By definition, a segregated program is one in which more than 80 percent of the students are of the same sex. All other programs are defined as integrated.

For example, Small Engine Mechanics is a segregated "male" program, with male students accounting for 94 percent of enrollments. Retail Floristry is a segregated "female" program, with female students accounting for 97 percent of enrollments. Real Estate Sales, in which 59 percent of students are male and 41 percent are female, is an integrated program.

Enrollments in segregated programs are either "traditional" or "non-traditional." Traditional students are those in a program where the total enrollment exceeds 80 percent of their own sex. Non-traditional students are those enrolled in a program where over 80 percent of the students are of the other sex. Female students in Small Engine Mechanics and male students in Retail Floristry are non-traditional students.

There are 267 courses offered statewide. Of these, 108 are "male" courses, 64 are "female" courses, and 95 are integrated courses. Just under half of all vocational students are enrolled in integrated courses, while only 5 percent of students are enrolled in a course which is non-traditional for their sex. *(See Tables 4, 5, and 6.)*



Enrollments by Program Type, continued

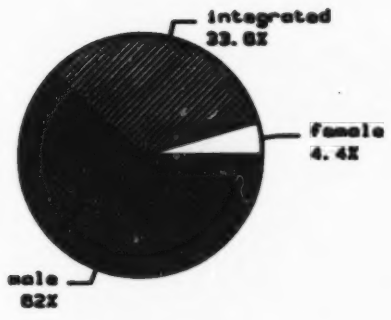
Female students are more likely than male students to be enrolled in integrated programs -- 61 percent of female students and 34 percent of male students. Distributive education and home economics courses are more likely than others to be integrated.

There are now integrated courses preparing students for jobs which have historically been considered "men's work" or "women's work." These include, for example, Fish and Wildlife Management, Auto/Truck Sales, Dental Laboratory Technician, and Metals Production.

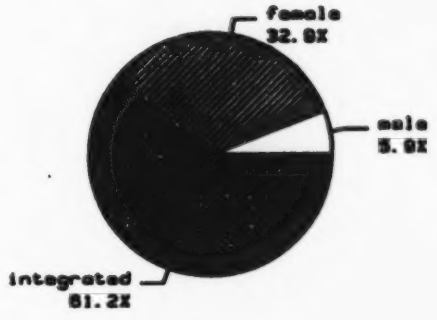
Very few students, however, are enrolled in non-traditional programs. Such programs account for only 1 in 17 female students and 1 in 22 male students. Technical and agriculture courses have the largest proportion of non-traditional students, accounting for about 1 in 10 students in these curriculum areas.

Of the 267 programs offered statewide, 26 are either all-male or all-female. More than 800 female students are enrolled in courses with no male students, and more than 300 male students are enrolled in courses with no female students. *(See Table 7.)*

ENROLLMENT BY PROGRAM TYPE
1982



99,619 MALE ENROLLMENTS



104,028 FEMALE ENROLLMENTS

Enrollment by Curriculum Area, 1982

There are significant differences in enrollment patterns among the vocational curriculum areas. The chart below summarizes these differences, and the following pages present more detailed information for each curriculum area.

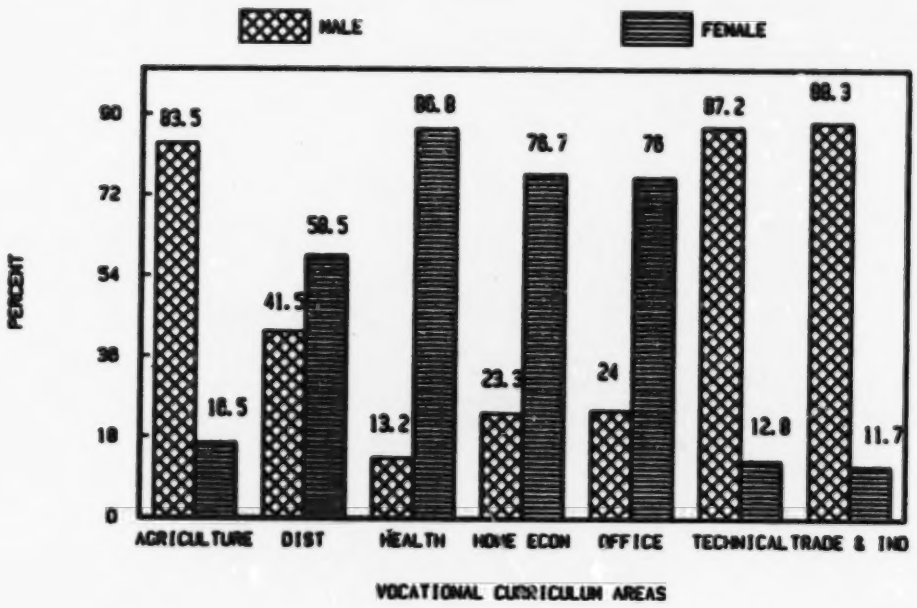
Home economics has the largest number of students, followed by trade-industrial, office, and agriculture. Distribution, health, and technical enrollments combined account for only 12 percent of vocational enrollments.

Female students are most likely to be enrolled in home economics, representing almost half of all female enrollees. An additional 30 percent of female students are enrolled in office programs. Only one-quarter of male students are enrolled in these two areas.

Male students are most likely to be enrolled in trade-industrial programs. This area combined with agriculture accounts for almost two-thirds of all male vocational enrollments. By contrast, less than 10 percent of female students are enrolled in trade-industrial or agriculture programs. *(See Table 8.)*

Enrollment patterns of minority students also vary by sex. Home economics accounts for almost half of all minority female enrollees, but for only 17 percent of minority male enrollees. Trade-industrial courses account for more than half of enrollments among minority males, but for only 8 percent of minority females.

SECONDARY VOCATIONAL ENROLLMENTS
1982



Agriculture

Total enrollment statewide in secondary agriculture courses is 26,110, accounting for 13 percent of all secondary vocational students.

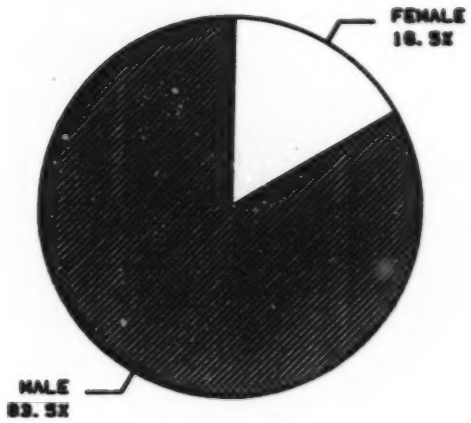
Agriculture courses are predominantly male, with male students outnumbering female students by more than 4 to 1 at all grade levels. Of the 25 courses offered statewide, 15 are "male" and 9 are integrated. Only one course, Horse and Stable Care, is "female." Fifteen percent of students are enrolled in the integrated courses.

The largest course is Production Agriculture/Farm Management, with 37 percent of all male agriculture students and 25 percent of all female agriculture students. The second largest course for male students is Agriculture Equipment Mechanics, while the second largest course for female students is Horticulture/Specialty Crops.

Fourteen percent of white vocational students, but only 2 percent of their minority counterparts, are enrolled in agriculture. Minority enrollment in this area reflects the lower representation of minorities is Minnesota's farm population.

Minority female students are even less likely than minority male students to be enrolled in agriculture courses. This curriculum area accounts for 1 percent of minority females, 4 percent of white females, 3 percent of minority males, and 23 percent of white males.

AGRICULTURE ENROLLMENTS
1982



26,110 ENROLLMENTS

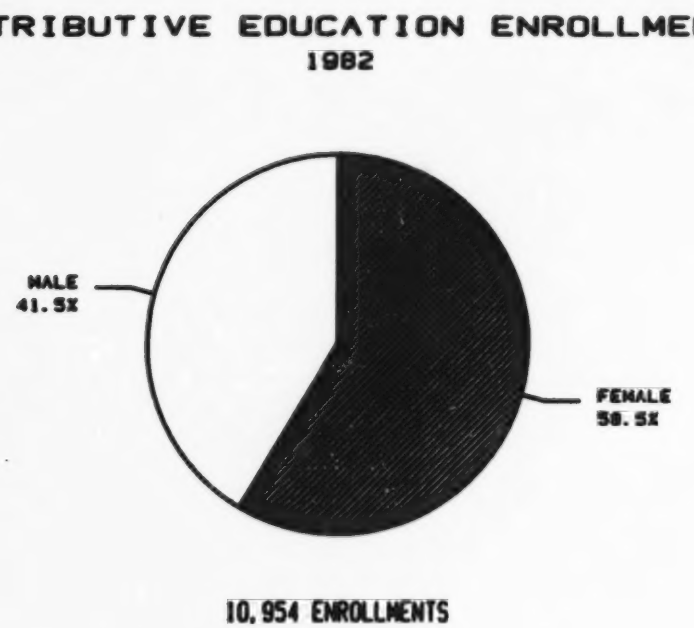
Distributive Education

Total enrollment statewide in distributive education courses is 10,954, representing 5 percent of secondary vocational students.

Although female students have higher enrollments than males, distributive education is the most evenly balanced by sex of all the curriculum areas. This is particularly true for eleventh and twelfth grade and for AVTI enrollments, while ninth and tenth grade enrollments are primarily female. As in other curriculum areas, most distributive education students are in the eleventh and twelfth grades.

Twenty-nine courses are offered statewide. Of these, 4 are "male," 4 are "female," and 21 are integrated. The integrated courses account for 91 percent of distributive education students. Sixty-three percent of male students and 57 percent of female students are enrolled in just three courses: General Merchandising, Sales Marketing and Management, and General Marketing Occupations. One course has no male students and two courses have no female students.

About 4 percent of all distributive education students are minorities, slightly under the overall representation of minority students in vocational programs. Like their white counterparts, minority females are slightly more likely than minority males to be enrolled in this curriculum area.



Health Occupations

Total enrollment statewide in health occupations programs is 6,806, accounting for less than 4 percent of all vocational enrollments. Health courses have the fewest male students of all curriculum areas.

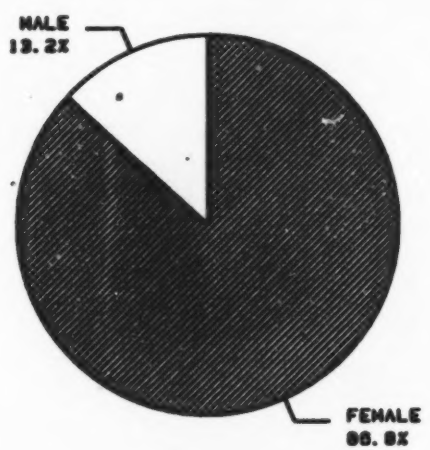
These programs are predominantly female, with female students outnumbering male students by more than 6 to 1 overall. Although male students are in the minority at every grade level, this pattern is most apparent among eleventh and twelfth graders. The majority of health students are enrolled in AVTI courses, unlike other curriculum areas.

Of the 32 courses offered statewide, 2 are "male," 21 are "female," and 9 are integrated. There are 6 courses with no male students. Seven percent of health students are enrolled in courses which are non-traditional for their sex.

The largest courses are Practical Nurse Education and Health Care Career Exploration, with 45 percent of all health students. Enrollment in these two courses is 92 percent female.

About 4 percent of health students are minorities. Minority female students are less likely than white females, but more likely than minority males or white males, to be enrolled in this area.

HEALTH OCCUPATIONS ENROLLMENTS
1982



6,806 ENROLLMENTS

Home Economics

Total statewide enrollment in secondary home economics courses is 64,630, accounting for 32 percent of all secondary vocational enrollments. Home economics has the largest number of female students, and the largest total number of students, of all curriculum areas.

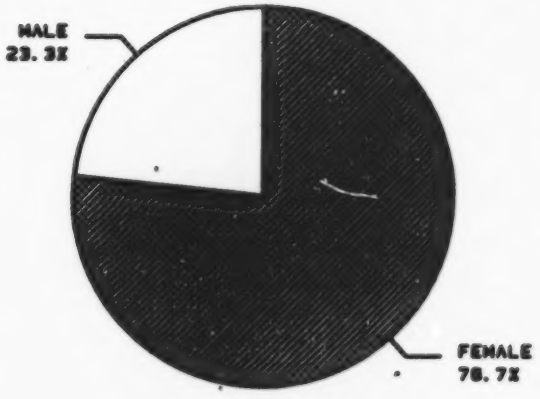
Female students outnumber male students by more than 3 to 1 overall in this area. Enrollments are most balanced among students attending an AVTI, and least balanced among ninth and tenth graders.

Thirty-eight courses are offered statewide. Of these, 4 are "male," 17 are "female," and 17 are integrated. The integrated courses, however, account for 78 percent of home economics students. There are 2 all-female courses: Educational Aide and Dietetic Assistant. Less than 3 percent of home economics students are enrolled in courses which are non-traditional for their sex.

More than three-fifths of home economics enrollees are in consumer homemaking programs -- 63 percent of male students as well as 60 percent of female students.

Minority students and white students overall are equally likely to be enrolled in home economics. However, for each racial group there are more female enrollees than male enrollees. Minority female students and white female students are about equally likely to be taking home economics.

HOME ECONOMICS ENROLLMENTS
1982



64,630 ENROLLMENTS

Office Occupations

Total enrollment statewide in office occupations programs is 41,398, accounting for about one-fifth of all secondary vocational enrollments. This curriculum area has more female students than any other except home economics.

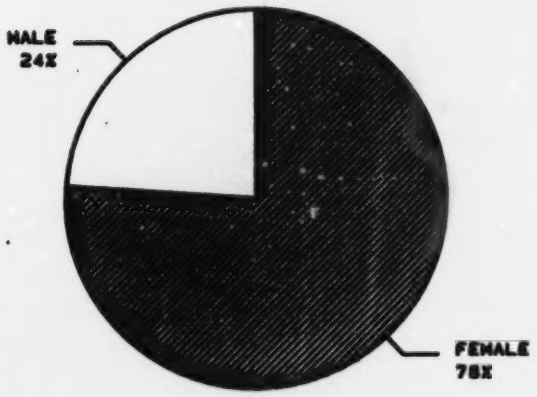
Females outnumber males by more than 4 to 1 among AVTI enrollments, by more than 3 to 1 among eleventh and twelfth grade enrollments, and by about 2 to 1 among ninth and tenth grade enrollments.

Of the 35 courses offered statewide, 21 are "female" and 14 are integrated. There are no "male" office courses, and 8 courses have no male students. However, 57 percent of enrollees are in an integrated course, and 6 percent of enrollees are in courses which are non-traditional for their sex.

The largest courses are General Secretary with Shorthand and General Office Typist. These two courses account for more than half of female students and 39 percent of male students.

Overall, minority students are somewhat more likely than white students to be enrolled in office programs, although white females are more likely than minority males to be taking an office course. This curriculum area includes 37 percent of minority female students, 30 percent of white female students, 15 percent of minority male students, and 10 percent of white male students.

OFFICE OCCUPATIONS ENROLLMENTS
1982



41,398 ENROLLMENTS

Technical Education

Total enrollment statewide in secondary technical education programs is 6,620, about 3 percent of all secondary vocational students. This curriculum area has fewer students than any other, and the smallest number of female students of all curriculum areas.

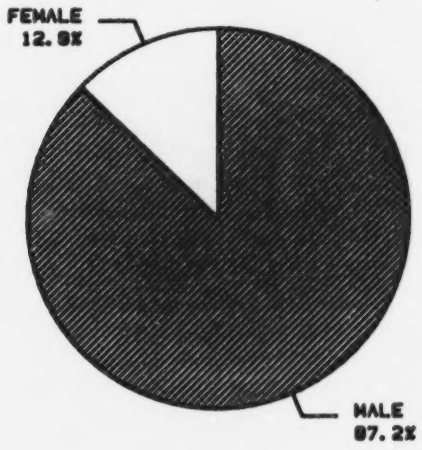
Eighty-eight percent of technical enrollees are attending a course at an AVTI. Male students account for 87 percent of technical students at this level, compared with 95 percent of technical students in ninth and tenth grade and 90 percent of technical students in eleventh and twelfth grade.

Of the 25 technical courses offered statewide, 19 are "male" and 6 are integrated. There are no "female" courses, and 93 percent of technical students are enrolled in the "male" courses. However, this area ranks as high as agriculture in the proportion of non-traditional students, at more than 10 percent of enrollees.

The Electronics Technician Occupations course has the largest enrollment of both male and female students, although the females in this course are outnumbered by almost 10 to 1. The second largest course for both groups is Mechanical Drafting, where female students are outnumbered by almost 6 to 1.

About 5 percent of students in this area are racial minorities, and there is little difference in enrollment patterns of minority men compared with white men, or minority women compared with white women. However, enrollments for female students are considerably lower than male enrollments in all racial groups.

TECHNICAL OCCUPATIONS ENROLLMENTS
1982



6,620 ENROLLMENTS

Trade & Industrial

Total enrollment statewide in secondary trade-industrial courses is 47,129, accounting for almost one-fourth of all secondary vocational enrollments. More male students are enrolled in this area than in any other.

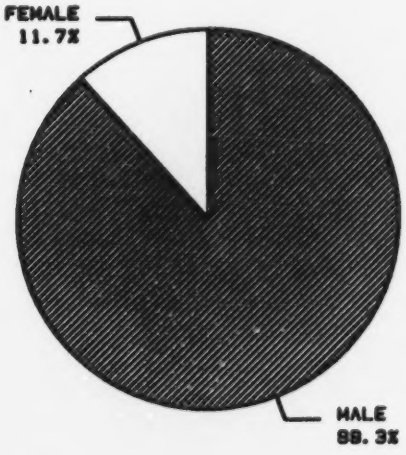
Male trade-industrial students outnumber their female counterparts by more than 7 to 1 overall. Female students are 11 percent of ninth and tenth graders, 13 percent of eleventh and twelfth graders, and 10 percent of those attending an AVTI in this area.

There are 83 trade-industrial courses offered statewide, more than twice the number of any other curriculum area. Of these, 64 are "male" courses and 19 are integrated courses. There are 7 courses with no female enrollees and 6 courses with only one female student. Six percent of trade-industrial enrollees are non-traditional students, and all of these are female students in "male" courses.

Female students are most likely to be enrolled in Graphic Arts, although they are outnumbered by almost 2 to 1 in that course. Male students are most likely to be enrolled in Auto Mechanics, where they outnumber female students by almost 14 to 1.

Although more than four-fifths of trade-industrial students are white males, minority students of both sexes have higher enrollment rates than their white counterparts. Five percent of white females, 8 percent of minority females, 41 percent of white males, and 55 percent of minority males are enrolled in trade-industrial courses.

TRADE & INDUSTRIAL ENROLLMENTS
1982



47,129 ENROLLMENTS

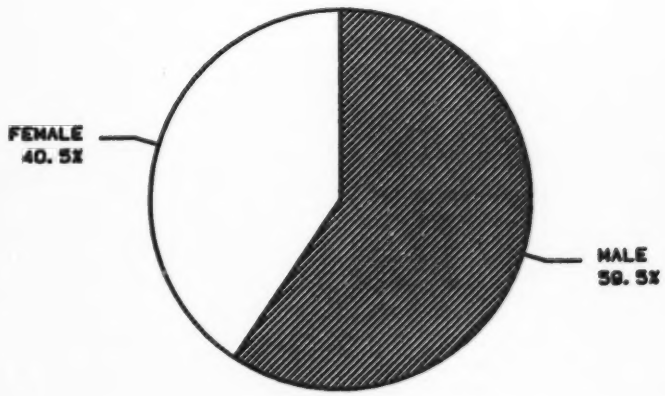
Special Needs

Special needs programs have been established to provide additional vocational activities for students who can benefit from them. Included in this area are work experience programs for career exploration, for the disadvantaged, and for the handicapped, as well as remedial related reading, math, and English as a second language.

Statewide enrollment in special needs programs is 11,123.* Of these, 41 percent are female students, significantly below their representation in vocational programs generally. Work experience programs account for 82 percent of enrollments in all special needs programs, and male students represent 58 percent of work experience enrollees.

Minority students are more likely than their white counterparts to be enrolled in special needs courses, reflecting their higher proportion of economically disadvantaged students. Statewide, minority females are less likely than minority males to be enrolled in special needs programs.

SPECIAL NEEDS ENROLLMENTS
1982



11,123 ENROLLMENTS

** Special needs enrollments are not included in total enrollment data elsewhere in this report. However, special needs enrollments are equal to approximately 6 percent of total enrollment in the seven occupational curriculum areas.*

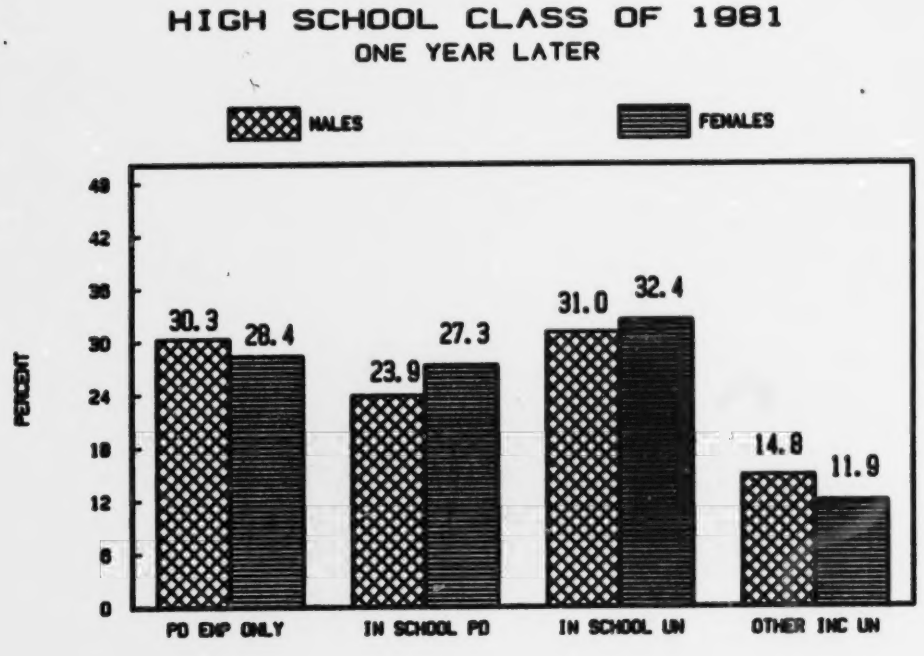
High School Follow-Up, Class of 1981

The Minnesota Vocational Follow-Up System reports information about students one year after graduation.* This information was reported in 1982 by 90 school districts for students in the Class of 1981, who completed a total of 15,084 questionnaires. Data on this page refer to all graduates in the sample, whether they had been enrolled in a vocational course or not.

Slightly over half of graduates, 57 percent, continue their education in the following year. The women are slightly more likely than the men to continue their education, while the men are slightly more likely to be employed.

More than one-fourth of those enrolled in school one year later are in a vocational school, usually one of the AVTIs. The women are slightly more likely than the men to attend a private vocational school, 8 percent compared with 4 percent.

The majority of both male and female graduates hold paid employment one year after leaving high school. Fifty-eight percent of the employed male graduates and 47 percent of the employed female graduates have full-time jobs. Approximately one-fourth of both male and female graduates combine paid employment with further education.



** Although all former students in the sample are referred to as "graduates" for purposes of this report, about 6 percent left high school without receiving a diploma.*

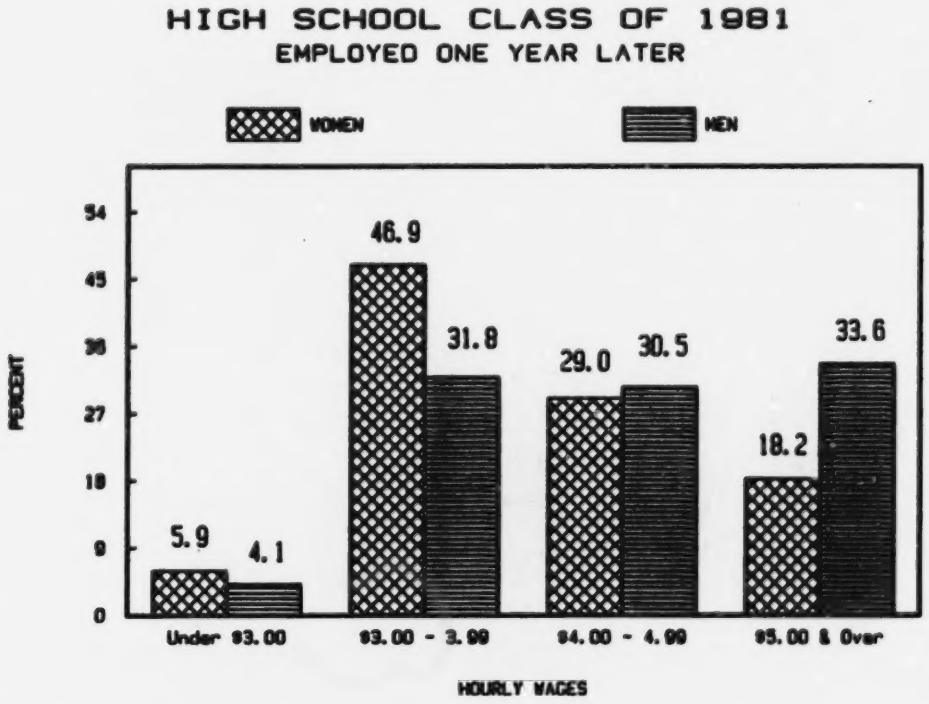
Vocational Student Follow-Up, Class of 1981

Followup information is also available for students who were enrolled in one or more vocational programs during high school. In this report, such students are called "vocational graduates," although they may have taken only one vocational course.

There are few differences between male and female vocational graduates except in occupation and earnings.

Male vocational graduates are more evenly distributed among all occupational groups. Female vocational graduates are heavily concentrated in clerical and service jobs, which together account for 74 percent of the women but for only 31 percent of the men. The women are least likely to be employed in technical, agricultural, construction, transportation, and mechanical jobs. These jobs account for less than 3 percent of the women, but for almost one-third of the men. *(See Table 9.)*

Female vocational graduates have lower earnings than their male counterparts, regardless of the high school curriculum area in which they were enrolled. Average earnings for male vocational graduates are $4.45 per hour, compared with $3.94 per hour for female vocational graduates. *(See Table 10.)*



Vocational Staff Patterns, 1982

There are 1,632 secondary vocational teachers statewide. Fifty-eight percent of these are men, while 42 percent are women. About one-third of the women and one-quarter of the men teach part-time.

The proportion of teachers who are female is lower than the proportion of students who are female in traditionally "male" areas: agriculture, technical, and trade-industrial programs. For example, 12 percent of trade-industrial students, but only 2 percent of trade-industrial teachers, are female. Similarly, in home economics, males represent 23 percent of students but only 3 percent of teachers.

Minorities are also underrepresented among vocational teachers, accounting for only 1 percent of teachers compared with 6 percent of vocational students. In addition, there are only three minority vocational administrators at the secondary level statewide.

Overall, there are a total of 73 vocational administrators and supervisors at the secondary level. Of these, 22 percent are women while 78 percent are men. Program support staff are more balanced by sex, with women accounting for 47 percent of these positions. *(See Table 11.)*

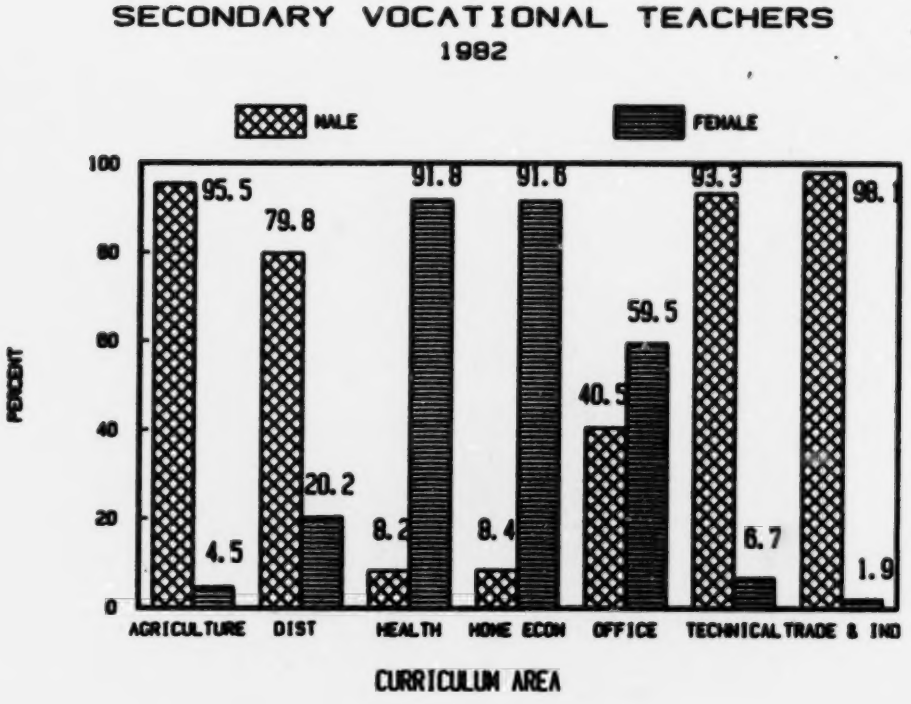


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TABLE 1. ENROLLMENTS BY GRADE LEVEL AND SEX, 1982

Curriculum Area	Grades 9 & 10				Grades 11 & 12			
	Male	Female	Total	%F	Male	Female	Total	%F
Agriculture	5,130	910	6,040	15.1%	14,889	3,006	17,895	16.8%
Distributive Ed	137	227	364	62.4%	2,906	4,200	7,106	59.1%
Health	103	184	287	64.1%	153	1,505	1,658	90.8%
Home Economics	2,653	10,982	13,635	80.5%	11,164	36,720	47,884	76.7%
Office	1,549	3,103	4,652	66.7%	6,707	20,968	27,675	75.8%
Technical	258	15	273	5.5%	493	56	549	10.2%
Trade-Industrial	5,205	616	5,821	10.6%	21,547	3,310	24,857	13.3%
TOTAL	15,035	16,037	31,072	51.6%	57,859	69,765	127,624	54.7%

Curriculum Area	AVTI				TOTAL			
	Male	Female	Total	%F	Male	Female	Total	%F
Agriculture	1,783	392	2,175	18.0%	21,802	4,308	26,110	16.5%
Distributive Ed	1,505	1,979	3,484	56.8%	4,548	6,406	10,954	58.5%
Health	641	4,220	4,861	86.8%	897	5,909	6,806	86.8%
Home Economics	1,222	1,889	3,111	60.7%	15,039	49,591	64,630	76.7%
Office	1,699	7,372	9,071	81.3%	9,955	31,443	41,398	76.0%
Technical	5,024	774	5,798	13.3%	5,775	845	6,620	12.8%
Trade-Industrial	14,851	1,600	16,451	9.7%	41,603	5,526	47,129	11.7%
TOTAL	26,725	18,226	44,951	40.1%	99,619	104,028	203,647	51.1%

TABLE 2. ENROLLMENTS BY RACE AND SEX, 1982

Curriculum Area	Indian		Asian		Hispanic		Black		White	
	#M	#F	#M	#F	#M	#F	#M	#F	#M	#F
Agriculture	112	17	31	7	34	6	16	2	21,609	4,276
Distributive Ed	35	67	23	9	24	30	110	118	4,356	6,182
Health	15	71	9	21	5	35	16	68	852	5,714
Home Economics	247	616	189	575	108	285	478	1,076	14,017	47,039
Office	139	409	409	430	80	260	252	896	9,075	29,448
Technical	44	6	153	25	40	7	65	8	5,473	799
Trade-Industrial	850	111	1,031	53	313	38	1,077	218	38,332	5,106
TOTAL	1,442	1,297	1,845	1,120	604	661	2,014	2,386	93,714	98,564

TABLE 3. ENROLLMENTS BY MINORITY STATUS, 1982

Curriculum Area	Minority Male		White Male		Minority Female		White Female		MINORITY TOTAL		WHITE TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
Agriculture	193	3.3%	21,609	23.1%	32	0.6%	4,276	4.3%	225	2.0%	25,885	13.5%
Distributive Ed.	192	3.3%	4,356	4.6%	224	4.1%	6,182	6.3%	416	3.7%	10,538	5.5%
Health	45	0.8%	852	0.9%	195	3.6%	5,714	5.8%	240	2.1%	6,566	3.4%
Home Economics	1,022	17.3%	14,017	15.0%	2,552	46.7%	47,039	47.7%	3,574	31.4%	61,056	31.8%
Office	880	14.9%	9,075	9.7%	1,995	36.5%	29,448	29.9%	2,875	25.3%	38,523	20.0%
Technical	302	5.1%	5,473	5.8%	46	0.8%	799	0.8%	348	3.1%	6,272	3.3%
Trade-Industrial	3,271	55.4%	38,332	40.9%	420	7.7%	5,106	5.2%	3,691	32.5%	43,438	22.6%
TOTAL	5,905	100.0%	93,714	100.0%	5,464	100.0%	98,564	100.0%	11,369	100.0%	192,278	100.0%

TABLE 4. NUMBER OF PROGRAMS BY TYPE, 1982

Curriculum Area	"Male"	"Female"	Integrated	Total	Percent Integrated
Agriculture	15	1	9	25	36.0 %
Distributive Ed.	4	4	21	29	72.4 %
Health	2	21	9	32	28.1 %
Home Economics	4	17	17	38	44.7 %
Office	0	21	14	35	40.0 %
Technical	19	0	6	25	24.0 %
Trade-Industrial	64	0	19	83	22.9 %
TOTAL	108	64	95	267	35.6 %

TABLE 5. ENROLLMENTS BY PROGRAM TYPE AND SEX, 1982

FEMALE ENROLLMENTS BY PROGRAM TYPE

Curriculum Area	Total Female	In Segregated Programs "Male" (Nontraditional)	In Segregated Programs "Female" (Traditional)	In Integrated Programs	Percent In Integrated
Agriculture	4,308	2,725	89	1,494	34.7 %
Distributive Ed.	6,406	31	760	5,615	87.7 %
Health	5,909	7	5,523	379	6.4 %
Home Economics	49,591	15	12,465	37,111	74.8 %
Office	31,443	0	15,382	16,061	51.1 %
Technical	845	693	0	152	18.0 %
Trade-Industrial	5,526	2,629	0	2,897	52.4 %
TOTAL	104,028	6,100	34,219	63,709	61.2 %

MALE ENROLLMENTS BY PROGRAM TYPE

Curriculum Area	Total Male	In Segregated Programs "Male" (Traditional)	In Segregated Programs "Female" (Nontraditional)	In Integrated Programs	Percent In Integrated
Agriculture	21,802	19,372	19	2,411	11.1 %
Distributive Ed.	4,548	180	56	4,312	94.8 %
Health	897	38	460	399	44.5 %
Home Economics	15,039	226	1,596	13,217	87.9 %
Office	9,955	0	2,297	7,658	76.9 %
Technical	5,775	5,488	0	287	5.0 %
Trade-Industrial	41,603	36,439	0	5,164	12.4 %
TOTAL	99,619	61,743	4,428	33,448	33.6 %

ENROLLMENTS BY PROGRAM TYPE - ALL STUDENTS

Curriculum Area	Total Students	In Segregated Programs "Male" Programs	In Segregated Programs "Female" Programs	In Integrated Programs	Percent In Integrated
Agriculture	26,110	22,097	108	3,905	15.0 %
Distributive Ed.	10,954	211	816	9,927	90.6 %
Health	6,806	45	5,983	778	11.4 %
Home Economics	64,630	241	14,061	50,328	77.9 %
Office	41,398	0	17,679	23,719	57.3 %
Technical	6,620	6,181	0	439	6.6 %
Trade-Industrial	47,129	39,068	0	8,061	17.1 %
TOTAL	203,647	67,843	38,647	97,157	47.7 %

TABLE 6. TRADITIONAL & NON-TRADITIONAL ENROLLMENTS, 1982

Curriculum Area	Total Students	Number of Students in Programs Which Are: Traditional	Non-Traditional	Integrated	Percent in Non-Traditional
Agriculture	26,110	19,461	2,744	3,905	10.5 %
Distributive Ed.	10,954	940	87	9,927	0.8 %
Health	6,806	5,561	467	778	6.9 %
Home Economics	64,630	12,691	1,611	50,328	2.5 %
Office	41,398	15,382	2,297	23,719	5.5 %
Technical	6,620	5,488	693	439	10.5 %
Trade-Industrial	47,129	36,439	2,629	8,061	5.6 %
TOTAL	203,647	95,962	10,528	97,157	5.2 %

TABLE 7. SINGLE-SEX PROGRAMS AND ENROLLMENTS, 1982

Curriculum Area	NUMBER OF PROGRAMS: All-Male	All-Female	Total	NUMBER OF STUDENTS: Male in All-M Programs	Female in All-F Programs	Total
Agriculture	0	0	0	0	0	0
Distributive Ed.	2	1	3	37	19	56
Health	0	6	6	0	208	208
Home Economics	0	2	2	0	98	98
Office	0	8	8	0	520	520
Technical	0	0	0	0	0	0
Trade-Industrial	7	0	7	340	0	340
TOTAL	9	17	26	377	845	1,222

TABLE 8. VOCATIONAL ENROLLMENTS BY COURSE AND SEX, 1982

AGRICULTURE

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
010001	Agricultural Exploration	1,604	313	1,917	83.7 %	16.3 %	Male
010010	Supervisor/Agriculture Programs	521	98	619	84.2 %	15.8 %	Male
010100	Production Agriculture/Farm Mgmt	8,002	1,095	9,097	88.0 %	12.0 %	Male
010106	Dairy Herd Management	359	80	439	81.8 %	18.2 %	Male
010200	Agriculture Supplies, Sales, Serv	727	176	903	80.5 %	19.5 %	Male
010220	Horse & Stable Care & Operations	19	89	108	17.6 %	82.4 %	Female
010299	No description	12	3	15	80.0 %	20.0 %	Integrated
010300	Agriculture Equipment Mechanics	3,603	336	3,939	91.5 %	8.5 %	Male
010302	Ag Systems & Ag Services	312	18	330	94.5 %	5.5 %	Male
010322	No description	13	1	14	92.9 %	7.1 %	Male
010400	Agricultural Products	776	81	857	90.5 %	9.5 %	Male
010500	Horticulture/Specialty Crops	1,028	782	1,810	56.8 %	43.2 %	Integrated
010502	Commercial Greenhouse Crop Prod	88	253	341	25.8 %	74.2 %	Integrated
010504	Landscaping	352	140	492	71.5 %	28.5 %	Integrated
010600	Natural Resources Management	516	129	645	80.0 %	20.0 %	Integrated
010601	Natural Resources/Forestry Comp	82	22	104	78.8 %	21.2 %	Integrated
010604	Fish & Wildlife Management	86	23	109	78.9 %	21.1 %	Integrated
010615	Land Construction Conservation	114	16	130	87.7 %	12.3 %	Male
010700	Forestry	218	81	299	72.9 %	27.1 %	Integrated
010702	Forest Harvesting/Logging Comp	40	4	44	90.9 %	9.1 %	Male
010703	Forest Harvesting/Equip Maintenance	44	4	48	91.7 %	8.3 %	Male
010706	Forest Harvesting/Logging & Equip	91	6	97	93.8 %	6.2 %	Male
019090	Instructor/Coordinator Ag Coop Prog	816	156	972	84.0 %	16.0 %	Male
019901	Ag Combined Prog	2,350	341	2,691	87.3 %	12.7 %	Male
019910	Pet Grooming	29	61	90	32.2 %	67.8 %	Integrated
TOTAL		21,802	4,308	26,110	83.5 %	16.5 %	

DISTRIBUTIVE EDUCATION

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
040010	Distributive Education Program	52	33	85	61.2 %	38.8 %	Integrated
040100	Advertising/Design/Layout	85	117	202	42.1 %	57.9 %	Integrated
040103	Visual Merchandising/Industrial Dis	32	52	84	38.1 %	61.9 %	Integrated
040200	Fashion Merchandising	38	450	488	7.8 %	92.2 %	Female
040300	Auto/Truck Sales	11	41	52	21.2 %	78.8 %	Integrated
040400	Credit & Finance	24	60	84	28.6 %	71.4 %	Integrated
040500	Retail Floristry	2	69	71	2.8 %	97.2 %	Female
040600	Supermarket Merchandising	99	22	121	81.8 %	18.2 %	Male
040800	General Merchandising/Retail Sales	1,299	1,677	2,976	43.6 %	56.4 %	Integrated
040804	Model Store	62	218	280	22.1 %	77.9 %	Integrated
040900	Hardware & Home Ctr Marketing & Mgmt	391	424	815	48.0 %	52.0 %	Integrated
040910	Lumberyard/Building Materials Mark	14	0	14	100.0 %	0.0 %	Male
041050	Interior Design	130	244	374	34.8 %	65.2 %	Integrated
041060	Environmental Interior Space Design	0	19	19	0.0 %	100.0 %	Female
041100	Hotel/Motel Marketing & Mgmt	32	31	63	50.8 %	49.2 %	Integrated
041200	Professional/Industrial/Wholesale	48	22	70	68.6 %	31.4 %	Integrated
041220	Purchasing Agent Industrial & Insti	11	9	20	55.0 %	45.0 %	Integrated
041400	International Trade	29	34	63	46.0 %	54.0 %	Integrated
041450	General Marketing	661	994	1,655	39.9 %	60.1 %	Integrated
041700	Real Estate Sales	10	7	17	58.8 %	41.2 %	Integrated
041710	Properties & Facilities Management	11	4	15	73.3 %	26.7 %	Integrated
041801	Sporting Goods Sales & Management	44	9	53	83.0 %	17.0 %	Male
041802	Travel Planning	16	222	238	6.7 %	93.3 %	Female
041805	Arena Management	23	0	23	100.0 %	0.0 %	Male
041900	Traffic/Transportation Management	42	24	66	63.6 %	36.4 %	Integrated
041910	Distribution Center Operations/Mgmt	73	102	175	41.7 %	58.3 %	Integrated
042200	Sales Marketing & Management	906	1,006	1,912	47.4 %	52.6 %	Integrated
044000	Materials/Inventory Management	4	2	6	66.7 %	33.3 %	Integrated
049090	Distributive Education Coop Prog	399	514	913	43.7 %	56.3 %	Integrated
TOTAL		4,548	6,406	10,954	41.5 %	58.5 %	

TABLE 8, CONTINUED

HEALTH OCCUPATIONS

OE CODE	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
070002	Community Services Technician	0	10	10	0.0 %	100.0 %	Female
070101	Dental Assistant Education	4	431	435	0.9 %	99.1 %	Female
070103	Dental Laboratory Technician	52	73	125	41.6 %	58.4 %	Integrated
070203	Medical Lab Tech Ed-Assoc Degree	24	192	216	11.1 %	88.9 %	Female
070300	Health Care Career Exploration	163	1,257	1,420	11.5 %	88.5 %	Female
070302	Practical Nurse Education	87	1,551	1,638	5.3 %	94.7 %	Female
070303	Nurse Assistant Education	73	682	755	9.7 %	90.3 %	Female
070304	No description	5	44	49	10.2 %	89.8 %	Female
070305	Surgical Technician Education	23	131	154	14.9 %	85.1 %	Female
070307	Home Health Aide Education	3	94	97	3.1 %	96.9 %	Female
070320	Practical Nurse Educ-Clinical Comp	9	111	120	7.5 %	92.5 %	Female
070330	Nurse Asst Educational Clinical Comp	14	93	107	13.1 %	86.9 %	Female
070401	Occupational Therapy Asst Education	8	130	138	5.8 %	94.2 %	Female
070403	Prosthetics Technician Education	23	6	29	79.3 %	20.7 %	Integrated
070404	Orthotics Technician Education	16	4	20	80.0 %	20.0 %	Integrated
070430	Prosthetics Practitioner Education	9	1	10	90.0 %	10.0 %	Male
070603	Optometric Assistant Education	0	51	51	0.0 %	100.0 %	Female
070801	Ward Clerk Education	7	291	298	2.3 %	97.7 %	Female
070901	Electroencephalograph Technician	5	15	20	25.0 %	75.0 %	Integrated
070903	Respiratory Therapy Technician	21	70	91	23.1 %	76.9 %	Integrated
070904	No description	0	24	24	0.0 %	100.0 %	Female
070905	Central Services Technician	14	22	36	38.9 %	61.1 %	Integrated
070906	Human Services Education	14	68	82	17.1 %	82.9 %	Female
070907	Emergency Medical Technician Educ	228	125	353	64.6 %	35.4 %	Integrated
070913	Human Services Ed, Geriatric Comp	0	11	11	0.0 %	100.0 %	Female
070925	Paramedic Education	29	6	35	82.9 %	17.1 %	Male
070940	Medical Asst Educ Laboratory Comp	0	87	87	0.0 %	100.0 %	Female
070942	Medical Asst Educ Office Component	0	25	25	0.0 %	100.0 %	Female
071300	Pharmacy Technician Education	2	18	20	10.0 %	90.0 %	Female
079090	Instructor/Coordinator Health Occ	24	222	246	9.8 %	90.2 %	Female
079991	Related First Aid	23	41	64	35.9 %	64.0 %	Integrated
079992	Related CPR	17	23	40	42.5 %	57.5 %	Integrated
TOTAL		897	5,909	6,806	13.2 %	86.8 %	

HOME ECONOMICS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
090010	Service & Home Economics Program	90	199	289	31.1 %	68.9 %	Integrated
090015	Food Service	8	50	58	13.8 %	86.2 %	Female
090101	Consumer Homemaking Occupations	8,802	27,979	36,781	23.9 %	76.1 %	Integrated
090112	Cons Homemaking Occupations/Option 4	609	1,932	2,541	24.0 %	76.0 %	Integrated
090120	Family Resource Management	643	1,991	2,634	24.4 %	75.6 %	Integrated
090121	Family Life & Parenting	850	3,460	4,310	19.7 %	80.3 %	Female
090201	Child Care	269	2,845	3,114	8.6 %	91.4 %	Female
090202	Fabrics, Fashions, & Related Mgmt	72	1,231	1,303	5.5 %	94.5 %	Female
090204	Housing/Home Furnishing Occupatns	100	912	1,012	9.9 %	90.1 %	Female
090207	Grooming Services	17	120	137	12.4 %	87.6 %	Female
090209	Apparel Design & Production	116	971	1,087	10.7 %	89.3 %	Female
090210	Educational Aide	0	37	37	0.0 %	100.0 %	Female
090214	Fashion & Apparel/Textile Occup	51	842	893	5.7 %	94.3 %	Female
090215	Personal Living Skills	269	774	1,043	25.8 %	74.2 %	Integrated
090220	Interpreter Training Program	6	49	55	10.9 %	89.1 %	Female
090240	Dry Cleaning	14	3	17	82.4 %	17.6 %	Male
090401	Child Care/Childhood Education	39	127	166	23.5 %	76.5 %	Integrated
090402	Childhood Education Comp (Aide)	1	138	139	0.7 %	99.3 %	Female
091100	Building Care/Maintenance/Service	65	41	106	61.3 %	38.7 %	Integrated
091101	Housekeeping Aide	31	6	37	83.8 %	16.2 %	Male
092601	Barbering	20	26	46	43.5 %	56.5 %	Integrated
092602	Cosmetology	46	1,029	1,075	4.3 %	95.7 %	Female
092901	Baking & Bakery Assistant	194	253	447	43.4 %	56.6 %	Integrated
092902	Food Service Occupations	1,626	2,181	3,807	42.7 %	57.3 %	Integrated
092903	Meat Cutting/Processing	150	2	152	98.7 %	1.3 %	Male
092905	Food Service Management	333	566	899	37.0 %	63.0 %	Integrated
092906	Special Foods/Delicatessen & Cater	149	326	475	31.4 %	68.6 %	Integrated
092907	Kitchen/Food Service Assistant	69	110	179	38.5 %	61.5 %	Integrated
092908	Dietetic Assistant	0	61	61	0.0 %	100.0 %	Female
092909	Dietetic Technician	1	30	31	3.2 %	96.8 %	Female

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TABLE 8, CONTINUED

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
092910	Dietetic Assistant/Laboratory Comp	21	173	194	10.8 %	89.2 %	Female
093302	Tailoring	29	118	147	19.7 %	80.3 %	Female
093402	Shoe Repair	31	4	35	88.6 %	11.4 %	Male
093500	Upholstery	56	27	83	67.5 %	32.5 %	Integrated
099090	Instructor/Coordinator Service Occup	163	437	600	27.2 %	72.8 %	Integrated
099093	Instructor/Coordinator Clothing Occ	8	9	17	47.1 %	52.9 %	Integrated
099094	Instructor/Coordinator Food Occup	82	133	215	38.1 %	61.9 %	Integrated
099096	Instructor/Coordinator Child Care	9	399	408	2.2 %	97.8 %	Female
TOTAL		15,039	49,591	64,630	23.3 %	76.7 %	

BUSINESS & OFFICE

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
140004	General Office Management	99	539	638	15.5 %	84.5 %	Female
140010	Supervisor/Business & Office	4	81	85	4.7 %	95.3 %	Female
140100	Accounting	2,031	3,657	5,688	35.7 %	64.3 %	Integrated
140102	Bookkeeping	236	459	695	34.0 %	66.0 %	Integrated
140103	Accounting/Data Processing	309	403	712	41.0 %	59.0 %	Integrated
140120	Banking & Finance/General	92	222	314	29.3 %	70.7 %	Integrated
140121	Banking & Finance/Agricultural	46	28	74	62.2 %	37.8 %	Integrated
140122	Finance Teller Occupations	5	47	52	9.6 %	90.4 %	Female
140199	Supervisory Management Occupations	233	211	444	52.5 %	47.5 %	Integrated
140200	Data Processing Operations	461	470	931	49.5 %	50.5 %	Integrated
140201	Computer Occupations	399	422	821	48.6 %	51.4 %	Integrated
140203	Computer Programming	764	625	1,389	55.0 %	45.0 %	Integrated
140292	Data Entry	73	365	438	16.7 %	83.3 %	Female
140305	General Office Typist	2,121	6,472	8,593	24.7 %	75.3 %	Integrated
140307	Medical Records Management	0	32	32	0.0 %	100.0 %	Female
140406	Receptionist	0	49	49	0.0 %	100.0 %	Female
140499	Medical Records Technician	2	39	41	4.9 %	95.1 %	Female
140505	Model Office	145	1,355	1,500	9.7 %	90.3 %	Female
140704	Court Reporting	5	41	46	10.9 %	89.1 %	Female
140705	General Secretarial	0	116	116	0.0 %	100.0 %	Female
140707	Legal Secretary	0	29	29	0.0 %	100.0 %	Female
140708	Hospital Station Secretary	0	65	65	0.0 %	100.0 %	Female
140709	Medical Secretary	0	29	29	0.0 %	100.0 %	Female
140730	General Secretary w/ Shorthand	1,749	10,060	11,809	14.8 %	85.2 %	Female
140731	General Secretary w/o Shorthand	708	2,665	3,373	21.0 %	79.0 %	Integrated
140742	Legal Secretarial w/o Shorthand	14	75	89	15.7 %	84.3 %	Female
140743	Legal Secretarial w/ Shorthand	5	444	449	1.1 %	98.9 %	Female
140752	Medical Secretarial w/ Shorthand	1	428	429	0.2 %	99.8 %	Female
140753	Medical Secretarial w/o Shorthand	0	170	170	0.0 %	100.0 %	Female
140800	Business Management	168	293	461	36.4 %	63.6 %	Integrated
140906	Word Processing	0	30	30	0.0 %	100.0 %	Female
140907	Sec/Cler Comp of Word Processing	1	127	128	0.8 %	99.2 %	Female
149090	Instructor/Coordinator Business	194	1,261	1,455	13.3 %	86.7 %	Female
149980	Related Communications	35	76	111	31.5 %	68.5 %	Integrated
149982	Related Mathematics	55	58	113	48.7 %	51.3 %	Integrated
TOTAL		9,955	31,443	41,398	24.0 %	76.0 %	

TECHNICAL OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
160101	Aviation Management	61	14	75	81.3 %	18.7 %	Male
160103	Architectural Drafting	688	122	810	84.9 %	15.1 %	Male
160106	Civil/Highway Technician Occup	179	21	200	89.5 %	10.5 %	Male
160108	Electronics Tech Occupations	2,230	226	2,456	90.8 %	9.2 %	Male
160110	Environmental Technician	48	14	62	77.4 %	22.6 %	Integrated
160111	Engineering Technician	20	3	23	87.0 %	13.0 %	Male
160112	Industrial Instrumentation Tech	81	9	90	90.0 %	10.0 %	Male
160130	Archit Drafting/Electrical Design	31	5	36	86.1 %	13.9 %	Male
160131	Architectural Drafting/Mechanical	24	10	34	70.6 %	29.4 %	Integrated
160501	Chemical Lab Technician	56	50	106	52.8 %	47.2 %	Integrated
160510	Food Lab Testing & Management	20	30	50	40.0 %	60.0 %	Integrated
160811	Cable TV Equip, Install & Maint	30	3	33	90.9 %	9.1 %	Male
161203	Quality Control Technician	21	5	26	80.8 %	19.2 %	Male

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TABLE 8, CONTINUED

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
161301	Mechanical Drafting	1,149	206	1,355	84.8 %	15.2 %	Male
161401	Metallurgical Technician	25	1	26	96.2 %	3.8 %	Male
161402	Nondestructive Testing	159	15	174	91.4 %	8.6 %	Male
161500	Energy Conservation/Use Technician	144	12	156	92.3 %	7.7 %	Male
162002	Fluid Power Occupations	345	10	355	97.2 %	2.8 %	Male
162400	Optical Lens Production	8	10	18	44.4 %	55.6 %	Integrated
162700	Surveying Occupations	46	11	57	80.7 %	19.3 %	Male
165001	TV/Radio Broadcast	96	22	118	81.4 %	18.6 %	Male
165002	TV Production	131	38	169	77.5 %	22.5 %	Integrated
166000	Industrial Power Systems Technician	81	3	84	96.4 %	3.6 %	Male
166001	Automated Packaging Equipment Maint	64	2	66	97.0 %	3.0 %	Male
167000	Water & Waste Treatment Technician	38	3	41	92.7 %	7.3 %	Male
TOTAL		5,775	845	6,620	87.2 %	12.8 %	

TRADE-INDUSTRIAL OCCUPATIONS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
170010	Supv/Trade & Industrial Programs	184	39	223	82.5 %	17.5 %	Male
170100	Air Cond., Heating & Refrigeration	592	11	603	98.2 %	1.8 %	Male
170200	Major Appliance Repair	167	6	173	96.5 %	3.5 %	Male
170203	Vending Machine Repair	54	7	61	88.5 %	11.5 %	Male
170301	Auto Body Mechanics	1,616	63	1,679	96.2 %	3.8 %	Male
170302	Auto Mechanics	7,978	589	8,567	93.1 %	6.9 %	Male
170308	Parts Sales & Service	255	22	277	92.1 %	7.9 %	Male
170312	Service Station Mechanics	433	6	439	98.6 %	1.4 %	Male
170318	Motorcycle Mechanics	84	3	87	96.6 %	3.4 %	Male
170320	Auto Machining	179	2	181	98.9 %	1.1 %	Male
170321	Metal Repairing, Finishing, Welding	231	2	233	99.1 %	0.9 %	Male
170399	Parts Person Training	30	3	33	90.9 %	9.1 %	Male
170400	Aviation Occupations	127	25	152	83.6 %	16.4 %	Male
170403	Aviation Mechanics	378	10	388	97.4 %	2.6 %	Male
170600	Office Machine Repair & Servicing	62	2	64	96.9 %	3.1 %	Male
170700	Commercial Art	227	304	531	42.7 %	57.3 %	Integrated
170705	Technical Illustration	13	10	23	56.5 %	43.5 %	Integrated
170708	Electric Motor Repair	16	1	17	94.1 %	5.9 %	Male
170900	Commercial Photography	338	182	520	65.0 %	35.0 %	Integrated
171000	Construction Occupations	1,830	128	1,958	93.5 %	6.5 %	Male
171001	Carpentry	1,537	128	1,665	92.3 %	7.7 %	Male
171002	Construction Electricity	874	21	895	97.7 %	2.3 %	Male
171003	Heavy Equipment Operations	113	1	114	99.1 %	0.9 %	Male
171004	Brick Block & Stone Masonry	51	18	69	73.9 %	26.1 %	Integrated
171005	Painting & Decorating	91	13	104	87.5 %	12.5 %	Male
171006	Pipefitting	18	3	21	85.7 %	14.3 %	Male
171007	Plumbing	147	3	150	98.0 %	2.0 %	Male
171011	Maintenance Mechanic/Housing	97	1	98	99.0 %	1.0 %	Male
171016	Construction Occup/Finishing Trade	992	18	1,010	98.2 %	1.8 %	Male
171017	Construction Occup/Mechanical Tr	43	7	50	86.0 %	14.0 %	Male
171018	Construction Occup/Masonry Trades	36	0	36	100.0 %	0.0 %	Male
171020	Construction Occup/Planning & Mgmt	218	37	255	85.5 %	14.5 %	Male
171083	Heavy Equipment Maintenance	160	4	164	97.6 %	2.4 %	Male
171101	Building Utilities Mechanic	48	2	50	96.0 %	4.0 %	Male
171200	Truck/Diesel Mechanics	927	5	932	99.5 %	0.5 %	Male
171301	Architectural Drafting	52	10	62	83.9 %	16.1 %	Male
171302	Mechanical Drafting	33	9	42	78.6 %	21.4 %	Integrated
171303	Mechanical Drafting Occupations	1,418	271	1,689	84.0 %	16.0 %	Male
171304	Construction Drafting/Planning	28	3	31	90.3 %	9.7 %	Male
171401	Electrical Maintenance & Repair	167	7	174	96.0 %	4.0 %	Male
171402	Electrical Linework	125	1	126	99.2 %	0.8 %	Male
171500	Electricity/Electronics Occup	1,286	115	1,401	87.3 %	12.7 %	Male
171502	Communications/Media Technician	65	43	108	60.2 %	39.8 %	Integrated
171505	Radio Broadcasting	145	67	212	68.4 %	31.6 %	Integrated
171506	Radio/TV Production	51	13	64	79.7 %	20.3 %	Integrated
171900	Graphic Arts	2,331	1,279	3,610	64.6 %	35.4 %	Integrated
171903	Photo Typesetting & Composition	121	107	228	53.1 %	46.9 %	Integrated
171907	Photographic Finishing	111	67	178	62.4 %	37.6 %	Integrated
172101	No description	23	11	34	67.6 %	32.4 %	Integrated
172102	Clock & Watchmaking	14	5	19	73.7 %	26.3 %	Integrated

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TABLE 8, CONTINUED

TRADE-INDUSTRIAL, continued

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
172302	Machine Shop Operations	3,743	202	3,945	94.9 %	5.1 %	Male
172303	Production Machinist Occupations	85	6	91	93.4 %	6.6 %	Male
172305	Sheet Metal Working/Fabrication	447	41	488	91.6 %	8.4 %	Male
172306	Welding Occupations	2,728	152	2,880	94.7 %	5.3 %	Male
172307	No description	294	16	310	94.8 %	5.2 %	Male
172309	Metal Pattern & Model Making	52	0	52	100.0 %	0.0 %	Male
172350	Metals Fabrication	260	3	263	98.9 %	1.1 %	Male
172700	Plastics/Lamination Occupations	93	2	95	97.9 %	2.1 %	Male
172802	Law Enforcement	294	58	352	83.5 %	16.5 %	Male
172901	No description	6	12	18	33.3 %	66.7 %	Integrated
172902	Food Preparation Cooking	25	21	46	54.3 %	45.7 %	Integrated
173100	Small Engine Mechanics	2,092	126	2,218	94.3 %	5.7 %	Male
173101	Recreational Vehicle Repair	62	0	62	100.0 %	0.0 %	Male
173110	Marine Engine Mechanics	45	1	46	97.8 %	2.2 %	Male
173200	Stationary Engineering	84	3	87	96.6 %	3.4 %	Male
173601	Cabinetmaking	684	118	802	85.3 %	14.7 %	Male
173602	Wood/Furniture Finishing	1,653	238	1,891	87.4 %	12.6 %	Male
173700	Gunsmithing	62	2	64	96.9 %	3.1 %	Male
173801	String Instrument Repair	16	3	19	84.2 %	15.8 %	Male
173802	Band Instrument Repair	30	5	35	85.7 %	14.3 %	Male
175500	Millwright	37	1	38	97.4 %	2.6 %	Male
176000	Water Well Drilling	10	0	10	100.0 %	0.0 %	Male
177050	Mobile Home Maintenance	44	0	44	100.0 %	0.0 %	Male
177600	Industrial Engines Mechanics	134	0	134	100.0 %	0.0 %	Male
177601	Industrial Maintenance	2	0	2	100.0 %	0.0 %	Male
178801	Metals Production	114	55	169	67.5 %	32.5 %	Integrated
178803	Truck Driving	364	53	417	87.3 %	12.7 %	Male
179090	Industrial Co-op Programs	1,456	650	2,106	69.1 %	30.9 %	Integrated
179700	Sign Painting	17	22	39	43.6 %	56.4 %	Integrated
179800	Telephone Linework	203	8	211	96.2 %	3.8 %	Male
179960	Jewelry Goldsmithing & Silversmith	23	22	45	51.1 %	48.9 %	Integrated
179970	Energy Occupations	198	7	205	96.6 %	3.4 %	Male
179990	Fluid Power Mechanics	130	15	145	89.7 %	10.3 %	Male
TOTAL		41,603	5,526	47,129	88.3 %	11.7 %	

SPECIAL NEEDS

OE Code	Course	Male	Female	Total	Percent Male	Percent Female	Course Type
200057	Occupational ESL Language	70	52	122	57.4 %	42.6 %	Integrated
200058	Bilingual-Bicultural Rem. Reading	191	75	266	71.8 %	28.2 %	Integrated
200059	Bilingual-Bicultural Rem. Math	30	6	36	83.3 %	16.7 %	Male
200063	Remedial Related Reading	191	49	240	79.6 %	20.4 %	Integrated
200064	Remedial Related Math	480	284	764	62.8 %	37.2 %	Integrated
200073	Work Experience/Career Exploration	786	572	1,358	57.9 %	42.1 %	Integrated
200074	Work Experience-Disadvantaged	3,797	2,853	6,650	57.1 %	42.9 %	Integrated
200075	Work Experience-Handicapped	750	381	1,131	66.3 %	33.7 %	Integrated
200099	Other	326	230	556	58.6 %	41.4 %	Integrated
TOTAL		6,621	4,502	11,123	59.5 %	40.5 %	

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TABLE 9. OCCUPATION OF VOCATIONAL GRADUATES*, ONE YEAR LATER

Occupational Group	Male Graduates		Female Graduates	
	Number	Percent	Number	Percent
Administrative, engineering, scientific, teaching, & related occupations	253	2.8 %	254	2.6 %
Technologists & technicians, including health	39	0.4 %	47	0.4 %
Marketing & sales	628	7.0 %	1,044	10.6 %
Clerical	697	7.8 %	3,684	37.4 %
Service	2,111	23.6 %	3,554	36.1 %
Agriculture, forestry, fishers & hunters	1,125	12.6 %	124	1.3 %
Construction & extractive	555	6.2 %	12	0.1 %
Transportation & material moving	454	5.1 %	23	0.2 %
Mechanics & repairers	734	8.2 %	38	0.4 %
Production	853	9.5 %	588	6.0 %
Material Handlers, equipment cleaners, laborers, & miscellaneous occupations	1,504	16.8 %	485	4.9 %
TOTAL	8,953	100.0 %	9,853	100.0 %

* *Class of 1981*

TABLE 10. HOURLY WAGES OF VOCATIONAL GRADUATES*, ONE YEAR LATER

Curriculum Area	Percent of Vocational Graduates Earning: Total	Below $3	$3 - $3.99	$4 - $4.99	Above $4.99	Median Earnings
Agriculture						
Male Graduates (545)**	100.0%	8.1 %	30.8 %	28.4 %	32.7 %	$ 4.38
Female Graduates (251)**	100.0%	9.6 %	51.0 %	25.5 %	13.9 %	$ 3.78
Business						
Male Graduates (1,558)	100.0%	3.3 %	34.3 %	30.9 %	31.5 %	$ 4.39
Female Graduates (2,611)	100.0%	5.7 %	47.6 %	28.2 %	18.4 %	$ 3.92
Distributive Education						
Male Graduates (255)	100.0%	3.9 %	27.1 %	31.8 %	37.2 %	$ 4.59
Female Graduates (492)	100.0%	5.5 %	46.3 %	29.3 %	18.9 %	$ 3.95
Health Occupations						
Male Graduates (11)	100.0%	18.2 %	54.5 %	18.2 %	9.1 %	$ 3.87
Female Graduates (228)	100.0%	8.8 %	50.9 %	28.5 %	11.8 %	$ 3.97
Home Economics						
Male Graduates (874)	100.0%	4.6 %	32.4 %	27.7 %	35.4 %	$ 4.46
Female Graduates (2,237)	100.0%	6.3 %	47.8 %	28.4 %	17.5 %	$ 3.90
Industrial Arts						
Male Graduates (1,945)	100.0%	2.8 %	31.2 %	32.0 %	34.0 %	$ 4.49
Female Graduates (605)	100.0%	4.5 %	44.5 %	29.2 %	21.8 %	$ 4.02
Office Occupations						
Male Graduates (246)	100.0%	3.7 %	30.9 %	37.0 %	28.4 %	$ 4.41
Female Graduates (1,036)	100.0%	6.5 %	46.0 %	28.5 %	19.0 %	$ 3.94
Service Occupations						
Male Graduates (103)	100.0%	7.8 %	32.0 %	20.4 %	39.8 %	$ 4.49
Female Graduates (290)	100.0%	6.6 %	46.6 %	32.4 %	14.5 %	$ 3.92
Technical Occupations						
Male Graduates (224)	100.0%	4.5 %	32.6 %	29.9 %	33.0 %	$ 4.42
Female Graduates (140)	100.0%	2.1 %	38.6 %	34.3 %	25.0 %	$ 4.26
Trade-Industrial						
Male Graduates (897)	100.0%	4.9 %	29.9 %	30.2 %	35.0 %	$ 4.49
Female Graduates (273)	100.0%	2.6 %	40.3 %	39.2 %	17.9 %	$ 4.17

* *"Vocational graduates" means students who took at least one vocational course while in high school (Class of 1981).*
** *Numbers in parentheses indicate number of graduates reporting wages in the sample survey.*

TABLE 11. VOCATIONAL STAFF BY CURRICULUM AREA, 1982

Vocational Staff	Full Time Male	Full Time Female	Part Time Male	Part Time Female	All Staff Male	All Staff Female	All Staff Total	All Staff %F
TEACHERS								
Agriculture	187	9	46	2	233	11	244	4.5 %
Distributive Ed.	57	14	10	3	67	17	84	20.2 %
Health	4	26	1	30	5	56	61	91.8 %
Occup. Home Ec.	11	82	0	38	11	120	131	91.6 %
Cons. Homemaking	3	187	0	94	3	281	284	98.9 %
Office	73	114	36	46	109	160	269	59.5 %
Technical	54	2	2	2	56	4	60	6.7 %
Trade-Industrial	249	2	122	5	371	7	378	1.9 %
Other (voc.)	85	22	10	4	95	26	121	21.5 %
TOTAL TEACHERS	723	458	227	224	950	682	1,632	41.8 %
PROGRAM SUPPORT STAFF	24	13	10	17	34	30	64	46.9 %
ADMINISTRATORS/ SUPERVISORS	42	10	15	6	57	16	73	21.9 %

Definitions

Enrollment. In this report, enrollment figures other than those for individual courses may represent a duplicated count of students, since some students may be enrolled in more than one vocational course at a time. All enrollment data in this report is statewide.

Curriculum Area or Program Area. These terms refer to groupings of programs into eight areas: Agriculture, Distributive Education, Health Occupations, Home Economics (including both Consumer Homemaking, 0901XX, and Occupational Home Economics, 0902XX), Office Occupations, Technical Occupations, Trade & Industrial, and Special Needs. Followup data contains an additional curriculum area, Service Occupations.

Racial Minorities. Minority student data reported by school districts to the Minnesota Civil Rights Information System does not denote scientific definitions of anthropological origins. No person is counted in more than one racial/ethnic category. Minorities identified by this system are: American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, referring to country of origin or culture, not race; Black, not of Hispanic origin; and White, not of Hispanic origin.

Course or Program. These terms refer to individual course offerings within curriculum areas. All course or program data in this report represent statewide enrollments by subject or grade level, not by individual school district.

Exceptional Students. These figures refer to students identified as belonging to one or more of three special categories: physically handicapped; limited English proficiency, meaning students who do not speak and understand English well enough to benefit from vocational studies to the same extent as students whose primary language is English; and economically disadvantaged, referring to students who are participating in a free or reduced lunch program, Aid to Families with Dependent Children program, or work-study program. Exceptional students may or may not be enrolled in a Special Needs program.

Segregated. A segregated program or course is one in which more than 80 percent of the students are of one sex. A segregated "male" program has enrollments which are more than 80 percent male, while a segregated "female" program has enrollments which are more than 80 percent female.

Integrated. All programs which are not segregated by sex are considered integrated.

Traditional. Students enrolled in programs where the total enrollment exceeds 80 percent of their own sex are defined as traditional students.

Non-Traditional. Students enrolled in segregated programs dominated by students of the other sex are defined as non-traditional students.

Vocational Teachers. Vocational teachers are staff members assigned the professional activities of instructing pupils in vocationally reimbursed programs. In this report, this term refers to teachers in secondary cooperative vocational centers as well as high school vocational teachers.

Program Support Services Staff. This refers to individuals employed for the primary purpose of assuring that students benefit from their vocational education programs, such as teacher aides, remedial teachers, and interpreters for deaf students.

Vocational Administrators and Supervisors. This refers to professional staff other than teachers and support services staff who are assigned to the supervision of vocational education programs. This does not include general administrative staff, superintendents, principals, or guidance counselors.